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STRATEGIES, FINDINGS AND IMPLICATIONS.

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ABSTRACT

This paper reports how one school district has successfully implemented a major innovation, the Performance Pay Plan (PPP) for Teachers, and how they have collaborated with change process researchers to assess implementation. The paper emphasizes: the community-wide process of involvement and trust building used by the district to launch and monitor major change initiatives; the district's PPP for Teachers; the rationale for, design of, and findings from the first implementation assessment; and the rationale for and implications of using a change process perspective to assess implementation of reform initiatives. The PPP's six parts are: outstanding teacher recognition, skill blocks, site responsibility pay, group incentive pay, district responsibility pay, and general pay. Implementation assessment included a district wide survey of all teachers and of school-based and district office administrators and interviews with a representative sample of teachers and administrators. The surveys examined respondents' opinions and assessments of the PPP. The interviews provided more detail on information from the surveys. The implementation assessment indicated that the PPP's first year was extremely successful, with positive and growing acceptance of the program and varying degrees of understanding. First-year implementation of the Outstanding Teacher part went well. The assessment indicated that time was a factor in terms of participating in the PPP, facilitating implementation, and accomplishing all related tasks. (Contains 8 references.) (SM)

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ED 423 218

Assessing Implementation of a Performance Pay Plan for Teachers: Strategies, Findings and Implications[1]

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As school districts and schools continue to be under pressure to improve some are initiating dramatic changes. Changes in curriculum, implementation of standards based education, restructuring, systemic reform, and changes in the way teachers are paid are just a few of the major innovation bundles being implemented by schools. Given the complexities of these changes, most efforts include components and resources for training and on-site coaching. In many cases there also is an expectation that at some point there will be an evaluation of whether the new way has made a difference. The traditional approach to these studies is to rely on models and procedures from the well established field of evaluation. Due to the complexities of these changes and the processes for their implementation we have pioneered a different approach to evaluation which is heavily grounded in research and theory about change. We call this approach *implementation assessment*.

In other words, as school district and school site reform initiatives are considered, in addition to having a focus on the change itself there are three additional sources of models and tools to use in achieving and assessing success. These are: 1) models for training and staff development, 2) models and techniques for evaluation, and 3) models and tools for facilitating the change process. When these additional resources are applied to school reform initiatives the perspective, purpose, language and approach of the entire reform effort shifts from a singular focus on the innovation to a holistic viewing of the change process.

The purposes of this paper are to report on how one school district has been successfully implementing a major innovation, the Performance Pay -Plan (PPP) for Teachers, and how they have collaborated with change process researchers to assess implementation. This approach represents a shift in perspective from what is traditionally thought of as an evaluation. More specifically this paper addresses:

1) The community wide process of involvement and trust building that the district uses to launch and to monitor major change initiatives.

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[1]Paper presented at the annual meeting of the American Educational Research Association, Chicago, March, 1997.

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2) The district's six part Performance Pay Plan for Teachers.

3) The rationale for, design of, and findings from the first Implementation Assessment.

4) The rationale for and implications of using a change process perspective to assess implementation of reform initiatives.

The Innovation

The school district, Douglas County, Colorado, went through an extensive five plus year process to develop a new compensation plan for teachers. Pressure for the change came from the community and the board who believed that teachers should be paid on a basis other than automatic annual increments. The development process entailed close and ongoing work involving teacher union leaders, the administration, and community representatives. A key to this effort even being considered was the degree of trust and positive relationships that existed and still exists between all parties. One indicator of this trust factor was that at the end of the development phase more than ninety percent of the nearly 1,300 teachers in the district voted in favor of implementing the Performance Pay Plan for Teachers.

The PPP has six parts:

Outstanding Teacher: This component recognizes individual teacher performance in three areas: a) assessment and instruction, b) knowledge of content and pedagogy, and c) collaboration and partnerships. The base for the determination is a teacher developed portfolio, with portfolio review and the designation being made by the principal. Teachers who receive this designation receive a $1,000 award.

Skill Blocks: These are district selected, designed, and developed skill training courses for teachers. The skills selected are supportive of district goals and the course design includes and models the authentic assessment strategies of teachers that they are expected to use with their students. Teachers receive $250 for successful completion and mastery of each skill block.

Site Responsibility Pay: Teachers may receive extra pay for taking on professional tasks that are beyond the scope of the typical job description. Each school receives a fixed amount of money per pupil. Which jobs are paid and the amount of payment is determined by each school.

Group Incentive Pay: School staffs as a whole may develop a joint plan to address a school goal. The plan is submitted to a district committee for approval, the Group Incentive Board.

Pay per teacher is based on successful completion of the group plan.

District Responsibility Pay: Teachers can receive pay for participation in district wide professional activities such as serving on committees. Pay typically is three to five hundred dollars.

General Pay: In place of the traditional salary schedule a multiple factor formula has been established to compute base pay for each teacher. An important element in the formula is that teachers who do not receive a satisfactory annual evaluation do not receive an increase in their base pay. One consequence is that the total salary for each of the 1,300 teachers is calculated individually.

Douglas County's Approach to Implementation

For all major changes, this school district employs an extensive multi-year process of committees that involve all constituencies. For example, when the district needed to project major budget cuts several years ago, due to cuts in state funding, there was district and community wide involvement in reviewing the budget and use of a consensus process to rank order elements of the budget that would be cut. In another major initiative a new instructional leadership role was proposed to be installed in each school. This role, the Building Resource Teacher (BRT), was examined and agreed to through a similar district and community wide process.

Thus a key beginning point for developing a different basis for teacher pay was district and community wide review and consensus building. From a change process perspective, critical factors that contribute to success in change initiatives were in place:

Process: There was a multi-year process, which was "very, very slow," "at times, deliberate," and "sometimes unplanned."

Time: Exploration of the idea of having some form of performance pay began in the late 1980s and the first year of implementation was not until the fall of 1995.

Stability: The district has been blessed with stability in membership and leadership by the school board, district administrators, and the Douglas County Federation of Teachers.

Positive Relationships and Trust: With stability comes the possibility for the different actors and interests to come to know each other and to work together enough to be able to have confidence in the dialogues and agreements that are reached.

Teacher Union Leadership: The teacher leadership has been

characterized as being "collaborative, flexible, and risk-takers."

Strategic Thinking Administrators: Executive leaders in this district have continually thought about and kept the big picture in mind - the macro perspective- and not demonstrated a need to constantly micro-manage.

Understanding of Implementation: The best laid plans will fail without systematic and multi-year attention to getting the plan implemented. The district's culture reflects understanding of this aspect of change and demonstrates the patience to wait for the new to be tried.

Long Hours: Nothing can be accomplished in a large and loosely coupled system without extraordinary efforts at communication, dialogue, planning, and more communication, all of which takes enormous amounts of time.

Participation: Another important characteristic in Douglas County has been the process of supporting ongoing and multiple ways for representatives of all the constituencies to participate in planning, deciding and implementing all new ventures.

An additional and very critical key to change process success is to understand that having developed an idea does not guarantee its implementation. In fact, achieving successful implementation requires an equal amount of time and energy. Typically three to five years will be needed to develop a new initiative and another three to five years will be needed to achieve successful implementation (Hall, 1992; Hall and Hord, in press).

The leadership in Douglas County understands the need and importance of building in systems to support and monitor the implementation phase. As a result, one key structure is the Performance Pay Plan Implementation Committee, which has oversight responsibility for implementation. Early on this committee saw a need for an outside resource who would have the appearance of independence to evaluate "How it is going." When the lead author of this paper was approached about assuming this responsibility, he proposed that instead of doing an evaluation that the Committee consider doing an "Implementation Assessment."

Why an Implementation Assessment?

This district wide reform effort can be used to illustrate the key shifts in perspective, language, and purpose that comes with conducting an implementation assessment in contrast to what typically would be called an evaluation. Policy makers such as district board members, as well as administrators, teachers and community members tend to view evaluation singularly as the source

of judgements about whether or not the whole effort has been successful. No matter how much has been written and said in the last thirty plus years since Scriven (1963) proposed a distinction between formative and summative evaluation, the general understanding is that an "evaluation" is conducted to determine whether or not the new way is better than the old. The philosophical shift from summative to formative has not been made. As Kuhn (1962) would argue the new paradigm is not shared by all.

In an effort to move away from the predisposition to use data to make summative valuative judgements and to build in more emphasis on understanding and using concepts from change process research we have proposed what we call "**implementation assessments**." The philosophical position of the change process researchers as reiterated to school district executives and the board is that "we are not here to make final judgements about whether the program is good or bad. Instead, as change process researchers we are here to 1) assess the current state of implementation, and 2) to offer recommendations based in change theory about what can be done to further facilitate implementation." In summary, an implementation assessment is one or a series of data based studies of implementation of an innovation where the variables being measured are derived from change process research and theory and the report of findings includes recommendations for addressing the current state of implementation and anticipation of emerging patterns.

This approach is not just a semantic shift. In conducting an implementation assessment the purpose is to assess how the change process is going and to make recommendations about how the change process can be further advanced. In many ways the procedures and data collection are the same as in an evaluation. Some parts will be different, but to the unpracticed eye the steps may appear to be the same. The critical difference is in the assumptions, theories, and models that are used to interpret the data and to guide what is reported, as well as how findings are described. In an implementation assessment the concepts and models from change process research are emphasized.

The major initiative of the Douglas County School District to implement a Performance Pay Plan (PPP) for Teachers is reported on in this paper and used to illustrate how change process researchers and a school district engaged in a major change initiative can collaborate to assess implementation and to knowingly use the findings and related recommendations to advance the change process.

The PPP Implementation Assessment Study

In the fall of the second year (1995-96) of implementation of the PPP an implementation assessment study was conducted to assess how the first year of implementation had gone. The purposes of the study included:

1. Develop an independent assessment of "how it is going." All participants were interested in knowing how well the process worked in the first year. What was going well, and what might need to be adjusted to make the second and subsequent years go better?

2. Identify any areas of concern that needed to be addressed to facilitate the second year implementation.

3. Establish data-based bench marks against which subsequent years could be compared. In addition, ultimately, the Board and others will need information about the implementation process, the degree of success and how the Plan is perceived and utilized over time.

4. Identify implementation factors along with immediate and potential long term effects that could be used in the future to systematically examine bottom-line questions such as: What is the effect on students?

5. Make recommendations about change process issues that need to be addressed immediately, any that may need to be anticipated, and what needs to be done across the district as well as with each part of the PPP to further advance implementation.

The study design entailed three parts:

1. A district wide Questionnaire Survey of all teachers (See Appendix A).

2. A district wide Questionnaire Survey of school-based and district office administrators. From the two samples a total of over 700, out of potential 1,400, useable surveys were returned.

3. In-depth Interviews with a representative sample of teachers and administrators in nine schools and the district office. Approximately 100 educators were interviewed.

Two assessment strategies were needed in order to address the multiple facets of the Plan and the number of questions that needed to be examined. The PPP surveys provided the needed opportunity for all teachers and administrators to offer their opinions and assessments about the Plan, the processes that were used in the first year of implementation and the results/effects of the first year. The survey included Likert scale type response items as well as open ended opportunities for written responses.

The in-depth interviews produced detailed information that could be used to cross check what was reported on the surveys and also offered explanations for what was meant in particular survey responses. In addition, the interview procedure made it possible to derive other findings that were missed in the surveys.

In summary, the three data collection methods in combination provided information from across the district and represented the general opinions, perceptions and experiences of teachers and administrators. The interviews added in-depth personal examples and elaborations of how the first year worked.

Findings from the PPP Implementation Assessment

The findings and recommendations were presented in the report, First Year Implementation Assessment of the Douglas County, Colorado School District Performance Pay Plan for Teachers (1994-1995). (Hall & Caffarella, 1995). The report was organized in two volumes, which has become fairly typical, a first volume that presents and describes findings and recommendations, and a second volume that presents the survey results by item and summarizes quotes by interview question.

The organization of the report can be seen in the table of contents which is presented in Appendix B. Findings were presented in regard to each of the six parts of the PPP and for the overall Plan. Note that for each part findings are reported and a set of "recommendations and considerations" are presented as well. These recommendations and considerations are based in change research and typically would not be included in a formative assessment.

The "Overall Themes" reflects the implementation flavor that was the focus of this study:

1. First year implementation of the PPP has gone unbelievably well.

2. There is positive and growing acceptance of the PPP.

3. There are varying degrees of understanding of the PPP overall and each of its parts.

4. The first year implementation of the Outstanding Teacher part of the PPP went well.

5. All parts of the PPP that were implemented worked as envisioned and there were some first time implementation glitches.

6. Time is a factor in terms of participating in the PPP, facilitating its implementation, and accomplishing all other responsibilities, tasks, and activities.

Findings and recommendations from the Outstanding Teacher part of the PPP are presented here to illustrate the approach that was taken with each part. The narrative of the approach begins by reporting from the survey data that, "Most teachers (65%) who developed portfolios and received the Outstanding Teacher

designation indicated that the experience was valuable and contributed to their professional growth. 16% of the teachers who received the designation indicated that the experience was of no or little value." (page 13)

The report interpretations are expanded by adding descriptive information from the interviews.

> In our interviews, many of the teachers who received the designation were especially positive about the reflection part of the process. Some teachers we interviewed were almost mystical about the significance of, for the first time in their career, taking time to compile a record of what they had done well and to think about what could be learned from their experiences to make them even stronger teachers in the future. As one teacher observed, "It really caused me to think about what I do and why." Another noted, "The self reflection part made me think about the value of what I was doing."
>
> Principals reported a number of strengths to the process including, "The process was valuable to the participants - the dialogue and sharing contributed to professional growth." "Focuses on behaviors of Outstanding Teachers, increases collaboration." And, "The teacher takes time to reflect and evaluate personal teaching philosophy, lessons, and artifacts." (page 13)

The above finding is an indication of how well the first year implementation of the PPP had gone. However, as with any change process, there were areas where there were glitches and the potential for problems in the future if adjustments were not made. For example, in the surveys and interviews teachers were asked to estimate the amount of time that they had spent in preparing the professional portfolio, and principals were asked to estimate the amount of time they had spent in evaluating the portfolios and preparing feedback for each teacher. Teachers on average estimated that they spent 44 hours in preparing their portfolios. Principals spent on average 30 hours in the month of May reviewing portfolios.

In the Implementation Assessment report the time invested was addressed directly.

> On an hourly basis teachers would not be paid well for this effort. Clearly a very large amount of time was taken by most teachers to develop their portfolios. Additionally, as was pointed out repeatedly by participants, this is <u>additional</u> time on top of what is already a full time job. As several teachers who had prior work experience in business pointed out, in business incentives and bonuses are based on appraisal of regular job performance not through work related to an additional task.....it would seem to be too costly if the same level of time investment were expected of all teachers in

subsequent years.

> Time was a factor for principals too.....For principals timing was a problem too. Principals had to review all portfolios in May, which is a very busy time of the school year. The nine month schools are ending the year, and for all schools the hiring phase is beginning. (page 15)

Implementation Assessment Report recommendations related to the Outstanding Teacher part of the PPP included:

> 1. Consideration could be given to including classroom observation as part of the process.
>
> 2. Teachers conceptions of what the role of an Outstanding Teacher entails seems to be limited to active teaching in the classroom.
>
> 3. Changes need to be made in the scheduling so that principals are not impacted so heavily in May.
>
> 4. Instead of having each year the same, consideration needs to be given to changing the form and process of receiving the Outstanding Teacher designation in subsequent years.
>
> 5. Additional effort needs to be placed on informing and, where appropriate, involving personnel from all areas of the district office.

There are two purposes intended in presenting these brief examples and summary of findings from the PPP Implementation Assessment report. First is to inform about the large scale and complexity of implementing the innovation, the Performance Pay Plan for teachers. The second purpose is to use the examples and summary of findings to illustrate the approach taken in an implementation assessment.

Themes and Emphases in an Implementation Assessment

One of the healthy features of the evaluation community is its continuing efforts to rethink and explore different emphases and approaches to evaluation. There at least two reasons for this cultural norm. First is the genuine interest of evaluators in having their work used. Second is the professions continuing efforts to improve the quality of evaluation practice. As new methodologies become available they are tested, for example Fetterman (1988) summarized the increasing use of qualitative methods in the 1980s. The aim of evaluators to restructure their practices in order to help schools improve is a cross national theme as well. For example, in Australia a report by Boston (1990) introduces the establishment of a new state evaluation office, the ERU, by stating:

> The primary function of the Education Review Unit (ERU) is to provide independent professional *advice and judgement* (italics added) on aspects of the organisation [sic] and conduct of education influencing the learning of students. The ERU is responsible for conducting reviews and evaluations of the Department's policies and programs and of the effectiveness and efficiency of individual organisational [sic] units. (page 4)

An important new emphasis that Boston addresses is viewing the offering of advice and judgement as an essential part of the evaluation process. Traditionally the evaluator was discouraged from interjecting his/her perspectives and opinions. We have found, however, that in many cases clients of evaluations have been frustrated by the voluminous data reports with little or no interpretation, and the limited offerings of advice and judgement. The increasing interest in and encouragement of evaluators to offer advice and judgements, however, brings with it new responsibilities and challenges, which we think should be the topic of serious discussion and reflection. There are substantive and ethical issues that need to be carefully considered.

Consideration of the ethical elements can make one yearn for the simpler days of simply reporting objective highly reliable data and leaving the interpretations to others. For example, there is the clear and always present danger in offering advise to clients that they may not understand what is being said and/or not be equipped to use it responsibly. Thus there needs to be a very high level of mutual trust and understanding.

In conducting an implementation assessment there needs to be deliberate use of multiple views and the triangulation of data sources. There also needs to be clear explanation of how the findings lead to the offered recommendations. Cushman (1996) summarized this well when she observed,

> What actually changes in Essential Schools? Reporting and reflecting on the answers can supply long-term data to guide new decisions. But to be helpful, such information must reveal the interrelated aspects of change, and provide many lenses through which to look for evidence of success. (page 1)

A fact of life for today's schools and other education organizations is that they are constantly engaged in change processes. Thus it seems reasonable to propose that an important frame of reference for all to use in collecting, interpreting and using data are the concepts, models and research findings about the change process and implementation. There are several advantages to framing studies, findings, and recommendations in terms of implementation assessment.

1. The change in terms takes the emphasis off the stereotypic understanding of "evaluation" as making summative judgements about success and failure.

2. All of the stakeholders are concerned about achieving successful change so information and recommendations about how to increase success is relevant to their concerns and therefore more likely to be considered.

3. Focusing on change as a process, and not as an event, makes legitimate the most likely finding which is, "progress has been made, but it isn't all in place yet."

4. There are models of change that imply definitions of appropriate and inappropriate interventions, which can greatly increase protection of the implementation assessor, the client and the implementers from abusive and inappropriate judgements and interventions.

The PPP implementation assessment study presented here can be used to illustrate each of these points.

1. Avoiding summative success/failure judgements. The very first overall theme in the report addressed "first year implementation" implying immediately that this is a work in progress, what we have now is preliminary, and there needs to be more time. The second overall theme talked about a "growing acceptance," which again implies progress, but "we are not there yet." As obvious as these may appear the receivers of this report needed to hear these themes and their implicit message in order to appreciate all that they had accomplished to date and to make legitimate their feeling that there was still more that needed to be done. The school district Implementation Committee, who was fully invested in the PPP, was naturally concerned about their being pressed for a premature summative judgement. By focusing on implementation this pressure could be held at bay. The same dynamic was at work with the school board and addressed in the same way. One result was reinforcement of the appropriateness, as well as need, to maintain a multi-year perspective for implementation of this very important innovation.

2. Using recommendations to increase stakeholder interest in the findings. A critical interest of all stakeholders is "doing something" to affect the chances of achieving implementation success. With or without the recommendations of the implementation assessors the various stakeholders will do things. They will make interventions with or without consideration of data. By linking the implementation assessment to their concerns and offering recommendations for facilitating actions there is an increased likelihood of future interventions being guided by the implementation assessment findings. Simply reporting the findings leaves completely open to interpretation what the implications are

for change agent action. One indication of the utility of this approach is that ten of fourteen recommendations in the PPP implementation assessment report were adopted.

3. Focusing on change as a process reduces pressure for immediate results and can increase the likelihood of having continuing support for implementation. There is a tendency for executive leaders and policy makers, such as elected board members, to press for quick and simple implementation of complex innovations. Part of the press comes from the need to be responsible and hold others accountable. When there is a shift to viewing change as a process the need for accountability does not go away. However, now, instead of being accountable immediately for the ultimate outcome (i.e. increased student success) the accountability can be focused on intermediate benchmarks dealing with the degree and rate of progress in implementation. An "implementation assessment" is indeed a checking on effects, but it is effects of the change process and its progress. At this point nearly everyone understands that changing schools is a process and that it will take time. The need for accountability needs to first be focused on assuring that implementation success is achieved. Then effects of use of the innovation can be explored. In the case of the PPP, we are now planning a "phase 2" assessment which will include a secondary focus on effects, while maintaining the primary focus on implementation. The projection is that a full blown effects study will be conducted in two years, which will be six years after initial implementation.

4. Using change models to derive interventions. All sorts of interventions may be offered up in an evaluation report. The difference in our implementation assessment reports is that we base all of our recommendations, as well as much of our data, in well established change models and change process research. As would be expected, if the reader knows either of the researcher authors of this paper, the Concerns Based Adoption Model (Hall & Hord, 1987; Hall & Hord, in press) and the Diffusion perspective (Rogers, 1995) provide the change theory frames of reference. As part of the planning, conducting and reporting out, we as implementation assessors continually refer to concepts and recommendations in terms of these established change models. For example, in the concluding section of the PPP report we observed, "An important virtue of Douglas County teachers and administrators is their tolerance for the struggles that are a natural part of implementing a complex change." (page 56)

In Conclusion

In this paper we have used the experiences and findings from a study of the implementation of a Performance Pay Plan for teachers to introduce the idea of conducting *Implementation Assessments*. Our intent has been to show one way that the works of evaluation can be made more useful. By using concepts and models from change

process research it is possible to shift the emphasis away from summative judgements and to increase interest in and focus on considering how to use data to advance implementation. Given the complexity of most educational innovations the only way that there will be improvements in classrooms and schools is if there is understanding and appreciation of change as a process. We have found that focusing on the assessment of implementation has been a successful and constructive way to do this.

A collaborative and collegial effort results when the change leaders and implementation assessors work together to examine an implementation effort and explore interventions that might be used to facilitate further implementation. The change process researchers bring to the effort not only their expertise in measurement and data collection, but also their knowledge and understanding of the change literature and how to effectively intervene on change processes. The school district and school leaders who have to lead and facilitate find the implementation assessment findings, discussions and related recommendations to be relevant and constructive as they grapple with how to make change processes successful and effective.

There is a very important caveat that needs to be stated in concluding this paper. The ethical aspects of implementation assessment was referred to briefly above. There are many aspects to this issue. One of the most critical has to do with trust. The change process researchers have to trust their clients, the school district change leaders, to use any information and recommendations responsibly. After all, the school leaders are the ones who are on the scene everyday and in the end must make the final decisions. They need the best counsel possible, however, especially in these difficult times. The implementation assessors need to trust that the school leaders are wise enough and sufficiently understanding to be able to decide which of the recommendations make sense to do, and which are not to be done. Withholding information and recommendations indicates lack of trust and certainly undercuts the possibility of the school leaders having an expanded menu for consideration.

Trust works the other way too. The school leaders have to trust the implementation assessors to be able to learn about the intimate interworkings of the organization in relation to the change process and to collect data in ways that will not be disruptive or counter productive. Implementation assessment truly is a partnership where both parties have to be open to the ideas and concerns of the other and be able to trust that an open dialogue can be established and maintained. Neither side will have all of their ideas agreed with or used, however the continuing dialogue leads to more thoughtful change process interventions, as well as better constructed implementation assessments.

In our experiences, approaching the assessment of implementation in

the ways outlined here has provided a very useful, relevant link between change process theory and change process practice. It has been symbiotic as well. We have become colleagues in learning about how to develop and implement major innovations across a large and growing school district. We are learning how to use theory and models in practice, and we are discovering new concepts and principles about change.

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Douglas County School District
Performance Pay Plan for Teachers
Teacher Questionnaire

Demographics

Please complete the following information relative to your assignment during the 1994-95 school year.

1. My position was:
   Tch BRT DCH AP P DA
   Other: _____
   Tch = Teacher DCH = Dept Chair/Team Leader
   P = Principal AP = Assistant Principal
   DA = District Administrator/Staff

2. My primary assignment was in an:
   elmntry mdl sch high sch district office
   Other: _____

Including this year, how many years have you been an educator:

3.In the Douglas County School District?	4. In any school District?
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

5. Are you full-time or part time with the Douglas County School District? full-time part-time

Performance Pay Plan for Teachers: Overall

6. To what extent did you receive the information that you needed to understand the Performance Pay Plan?
   Insufficient 1 2 3 4 5 6 7 Too Much

7. How well did you understand the 1994-95 procedures for participating in the various parts of the Performance Pay Plan?
   No Understanding 1 2 3 4 5 6 7 Full Understanding

8. At this point in time, how well do you understand the entire Performance Pay Plan for Teachers?
   No Understanding 1 2 3 4 5 6 7 Full Understanding

Performance Pay Plan for Teachers: Group Incentive

9. To what extent did you recieve the information that you needed to understand the Group Incentive part of the Performance Pay Plan?
   Insufficieht 1 2 3 4 5 6 7 Too Much

10. How well did you understand the 1994-95 procedures for participating in your school's Group Incentive plan?
    No Understanding 1 2 3 4 5 6 7 Full Understanding

11. Answer all of the following that apply to you.
    a) In the fall of 1994, I declared that I would participate
    Yes No
    i) If you did not declare why didn't you declare?
    _____
    _____
    _____
    _____
    _____

    b) I actually participated in my school's plan.
    Yes No
    i) If you participated, how much time did you spend on your school's Group Incentive plan? _____ (hrs)
    ii) If not, why not? _____
    _____
    _____

    c) I received group incentive pay. Yes No

12. Will you apply this year for the Group Incentive part of the Performance Pay Plan? Yes No

13. To what extent did your school's Group Incentive Plan improve student performance?
    not at all 1 2 3 4 5 6 7 great deal

14. To what extent did the Group Incentive part of the Performance Pay Plan contribute to the accomplishment of your building's goals?
    detrimental 1 2 3 4 5 6 7 constructive

15. At this point in time, how well do you understand the Group Incentive Performance Pay Plan?
    No Understanding 1 2 3 4 5 6 7 Full Understanding

16. What are the strengths of and challenges to the Group Incentive part of the Performance Pay Plan?
    _____
    _____
    _____
    _____

Performance Pay Plan for Teachers: Outstanding Teacher

17. To what extent did you receive the information that you needed to understand the Outstanding Teacher part of the Performance Pay Plan?
    Insufficient 1 2 3 4 5 6 7 Too Much

18. Answer all of the following that apply to you.
    a) I was eligible to participate.
    Yes No
    b) In the fall of 1994, I declared that I would participate.
    Yes No
    i) If you did not declare, why didn't you declare?
    _____
    _____
    _____
    _____

    c) I submitted a portfolio.
    Yes No
    i) If you submitted a portfolio, how much time did you spend preparing your portfolio?_____(hrs)

    d) I received the outstanding designation.
    Yes No

Please turn page over to continue...

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19. Will you apply this year for the Outstanding Teacher Part of the Performance Pay Plan? Yes No

20. Did the Outstanding Teacher part of the Performance Pay Plan contribute to your professional growth?
No Value 1 2 3 4 5 6 7 Very Valuable

21. At this point in time, how well do you understand the Outstanding Teacher part of the Performance Pay Plan?
No Understanding 1 2 3 4 5 6 7 Full Understanding

22. What are the strengths of and challenges to the Outstanding Teacher part of the Performance Pay Plan?

Performance Pay Plan for Teachers: Site Responsibilities

23. To what extent did you receive the information that you needed to understand the Site Responsibilities part of the Performance Pay Plan?
Insufficient 1 2 3 4 5 6 7 Too Much

24. Did you receive Site Responsibility pay? Yes No

25. What did you do to earn the Site Responsibility pay?

26. At this point in time, how well do you understand the Site Responsibilities part of the Performance Pay Plan?
No Understanding 1 2 3 4 5 6 7 Full Understanding

27. What are the strengths of and challenges to the Site Responsibilities part of the Performance Pay Plan?

Performance Pay Plan for Teachers: District Responsibilities

28. To what extent did you receive the information that you needed to understand the District Responsibilities part of the Performance Pay Plan?
Insufficient 1 2 3 4 5 6 7 Too Much

29. Did you receive District Responsibility Pay?
Yes No

30. At this point in time, how well do you understand the District Responsibilities part of the Performance Pay Plan?
No Understanding 1 2 3 4 5 6 7 Full Understanding

31. What are the strengths of and challenges to the District Responsibilities part of the Performance Pay Plan?

Performance Pay Plan for Teachers: Skill Blocks

32. To what extent did you receive the information that you needed to understand the Skill Blocks part of the Performance Pay Plan?
Insufficient 1 2 3 4 5 6 7 Too Much

33. Did you participate in the Claris Works Skill Blocks?
Yes No

34. Did you recieve payment for achieving the Claris Works Skill Block?
Yes No

35. How did the format and assessments in the Skill Blocks affect your learning?

36. How are you currently using Claris Works?

37. At this point in time, how well do you understand the Skill Blocks part of the Performance Pay Plan?
No Understanding 1 2 3 4 5 6 7 Full Understanding

38. What are the strengths of and challenges to the Skill Blocks part of the Performance Pay Plan?

Performance Pay Plan for Teachers: General Pay

39. To what extent did you recieve the information that you needed to understand the General Pay part of the Performance Pay Plan?
Insufficient 1 2 3 4 5 6 7 Too Much

40. At this point in time, how well do you understand the General Pay Formula part of the Performance Pay Plan?
No Understanding 1 2 3 4 5 6 7 Full Understanding

41. What are the strengths of and challenges to the General Pay part of the Performance Pay Plan?

Performance Pay Plan for Teachers: Overall

42. To what extent has the overall Performance Pay Plan contributed to the accomplishment of the following?

a) "supporting the district's mission and core values"
not at all 1 2 3 4 5 6 7 heavily

b) "attract, retain and motivate the highest qualified teachers while competing in the employment market:
not at all 1 2 3 4 5 6 7 heavily

c) "reward growth, development, skill and knowledge aboquisition"
not at all 1 2 3 4 5 6 7 heavily

d) "provide predictability and stability"
not at all 1 2 3 4 5 6 7 heavily

e) "ensure teacher involvement and participation in the development, evaluation and reward process"
not at all 1 2 3 4 5 6 7 heavily

43. Overall, to what extent did the Performance Pay Plan contribute to the accomplishment of your building's goals?
not at all 1 2 3 4 5 6 7 heavily

44. Overall, to what extent did the Performance Pay Plan contribute to competition among the teachers?
not at all 1 2 3 4 5 6 7 heavily

45. Overall, to what extent did the Performance Pay Plan contribte to collegiality among the teachers?
not at all 1 2 3 4 5 6 7 heavily

46. Overall, to what extent did the Performance Pay Plan contribute to self-evaluation by teachers?
not at all 1 2 3 4 5 6 7 heavily

47. Please list any other comments, suggestions, or concerns about the Performance Pay Plan

Thank you for completing this questionnaire.

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